IMPACT OF SELF-DIRECTED LEARNING STRATEGIES ON THE WRITTEN ENGLISH PERFORMANCE OF SELECTED SENIOR SECONDARY SCHOOLS IN KADUNA STATE

BY

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A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE DEGREE OF MASTER'S OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) DEPARTMENT OF ARTS AND SOCIAL SCIENCES, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSTY, ZARIA

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DECLARATION

I declare that this study "Impact of Self-Directed Learning Strategies on the Written English Performance of Selected Secondary Schools in Kaduna State" is my original work. It has not been presented anywhere for the award of higher degree in any form.

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Lawal Hamisu

CERTIFICATION

This thesis: "Impact of Self-Directed Learning Strategies on the Written English Performance of Selected Senior Secondary Schools in Kaduna State" by Lawal Hamisu has been read and approved for the award of Master's Degree in Teaching English as Second Language (TESL)

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DEDICATION

This study is dedicated to my late grandparents Sheik Hussain Mamuda, Alhaji Saidu Kokami and Alhaji Iro Dabai of blessed memory. May Allah forgive their wrong deeds and blessed them with Aljannah Firdausi, Ameen.

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I must first of all thank our Holy Creator, Allahu SWT for sparing my life and blessing me with special wisdom and skills to undergo this programme. My special thanks go to my parents who took trouble to train me right from primary school up to this level.

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ABSTRACT

The realizations of educational achievements have been a difficult thing all over the world. This is undoubtedly as a result of the approaches used in teaching and learning. The role of teacher to teach and dictate the pace and mode of learning has been an obstacle towards achieving educational goals at various levels of educational system. Students are rarely given opportunity to exercise their thinking capacities to produce something meaningful. Teachers' role is always 'sage on the stage' not 'guide on the side' in which learning becomes more of collaborative affairs between the teachers and the students. Therefore, this study investigated the Impact of Self Directed Learning Strategies on the Written English Performance of Selected Secondary Schools in Kaduna State. One hundred and fifty students were selected randomly from SS 11 students of Demonstration Secondary School ABU, Zaria and Government Day Secondary Schools, Bomo (Senior). T-test was used for the test with the aim of identifying the differences between the performance of students exposed to SDL strategies and those that were not exposed. The investigation involved pre-test, then the treatment and post-test. Six research questions and six hypotheses were generated, tested and answered. The overall study results revealed significant differences between the written English mean performance scores of the experimental and control groups before and after the treatment. The results also showed the performance was independent of location of the schools. It is therefore, recommended that students should be given opportunity to exercise their abilities and be exposed to SDL strategies because it proved to be effective in teaching and learning in this study.

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DEFINITION OF OPERATIONAL TERMS

1. **Action School-Based Research:** For this study, it means research within the school premises.
2. **Andragogy:** For this study, it refers to adult education.
3. **Cognitive Strategy:** Indicates the individual process of and writing language from conscious mental effort.
4. **Collaborative Strategy:** This indicates the group process whereby students work together and produce written English work language through group contributive effort.
5. **Exposure:** For this study, means learning through special attention.
6. **Learner Autonomy**: To give learner freedom to contribute to learning or task.
7. **Scaffolding**: Providing support to move from actual development level to a higher potential level.
8. **Staged Self-Directed Learning Strategy:** Is process of handling self-direction learning in a formal setting with a teacher but students have control of learning.

ABBREVIATIONS:

ESL: English as a Second Language

TDL: Teacher Directed Learning

USA: United States of America

SDL: Self- Directed Learning

DL: Direct Learning

TC: Teacher Centered

SSCE: Senior School Certificate Examination

COEMA: Content, Organization, Expression and Mechanical Accuracy

SSDL: Staged Self-Directed Learning

CORI: Concept Oriented Reading Instruction

L1: First Language

L2: Second Language

AACU: Association of American College Universities

ETS: Education Testing Service

IL: Inter-Language

Ho: Hypothesis

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The role of English language as a medium of instruction and communication is enormous. In Nigeria, English language is not only used as a medium of instruction but as a language of administration, law, commerce and religious activities and it is also an official language. More than that, however, English language still remains the gate way to higher education for many years to come (Ikara, 1982).

The written English is one important aspect of language and communication skills and it is the most complex of the four language skills. Consequently, students have been encountering series of problems with writing. Despite the fact that they are motivated to learn writing, they write with much difficulty and, as a result, the achievement is critically low (Brent, 2001). One reason for this study is the woeful failure of secondary school students in West African Senior Secondary Certificate Examination (WASSCE) and Senior School Certificate Examination (SSCE). A study of students' writing ability from the perspectives of self directed learning strategies could help find effective ways of enhancing language proficiency in the area of teaching and learning

Actually, the low performance in written English of students of senior secondary schools is attributable to ESL teachers' improper habit of clinging to traditional methods of language teaching. Traditional teacher-centred approaches are largely blamed for the low English

achievement (Williams, 1993). This is why the present study explored the impact of self directed learning strategies on the written English performance of students of senior secondary schools to see whether better achievement could be achieved.

Self-directed learning strategies are student-centered approaches with teacher scaffolding and motivating the students to learn on their own. The main characteristic of self-directed learning, according to Long (2002), is the degree to which the learner maintains active control of the learning process. An emphasis on student self-direction and efficacy means that we teach and engage students in specific strategies that offer them opportunities to make decisions and solve problems on their own without being told what to do at all the times. It means we provide them with strategies designed to help them process information effectively and to be self-confident, believing that they have the abilities to succeed. And perhaps most important, we help students to become more reflective about their learning processes.

Thus, the present study is motivated to conduct an action school-based research in order to explore the impact of self-direction on learners' writing performance as well as suggesting some helpful writing strategies to promote learner autonomy. The specific strategies adopted include encouraging students to set their own goals for personal development and instructional improvement, and planning ways to achieve these goals. To reach goals they have set, students can benefit from learning a variety of problem-solving strategies as well.

1.2 Statement of the Problem

The realization of education achievements have been a difficult thing all over the world and the problem is not that the educators are not performing well, the curricula are inadequate or the school environments are not conducive; rather the teaching approaches have been featured as one

of the major factors contributing to the low level English achievement. For example, Williams (1993) indicated that the dominant traditional teacher-centred approach to teaching English did not produce effective results and make it possible for learners to acquire the level of competency required for success.

Learning and examination failures in English Language have particular bearing on writing abilities. Students' inability to write effectively leads to total failure in not only English language paper, but also in the general learning performance. Successive students' mass failure in West African Council Examinational in English Language could often be attributable to their low performance in written communication.

In Nigerian secondary schools, learner achievement in English language is critically low. Evidence of this problem has been supported by the West African Examinations Council's 57th report (2008-2010) on Senior secondary school Certificate where they pointed out that in 2008, 23% of the candidates passed, in 2009, 21% passed, in 2010, 20% passed, while many have their results seized due to their involvement in examination malpractice.

A national conference on mass failure of Nigerians in public examination was held in 1986 in Ibadan. The communiqué described the result as a national disaster and catastrophe (Aboderin 1987).

Writing is such an important skill that students are aspiring to achieve. The demand of writing is peculiar, given the nature of its necessity in all stages of learning. This is supported by the fact that not only secondary school students encounter problems, even undergraduates often spill over for one or more academic session because of their inability to write effectively. Therefore, the techniques of self directed-learning would be of immense benefit for this category of people.

The role of teacher to teach and dictate the pace and mode of learning has been an obstacle towards achieving educational goals at various levels of educational system. Consequent upon total reliance on what teachers provide in the classroom can discourage students to exhibit their skills. It was on this ground Knowles (1975) propagated self-directed learning strategies (SDL) and this study explored the impact of the process on the students' writing performance so as to produce efficient and effective learners and writers.

1.3 Purpose of the Study

The main purpose of this study is to explore the impact of self-direction on learners' written English performance. The specific purposes are to:

a. determine the level of difference, between the writing performance of those exposed to SDL and those that are not exposed to the treatment;
b. ascertain the extent of differences in content of the written English of those exposed to SDL and those that are not exposed to the treatment;
c. ascertain the extent of differences in organization of the written English of those exposed to SDL and those that are not exposed to the treatment;
d. find out the extent of differences in expression of the written English of those exposed to SDL and those that are not exposed to the treatment;
e. determine the differences in mechanical accuracy of the written English of those exposed to SDL and those that are not exposed to the treatment; and,
f. determine if there are significant differences between the written English performance of the students from urban and rural schools.

1.4 Research Questions

The study is designed to address the following questions:

1. What is the difference between the written English performance of the students exposed to self directed learning strategies and those using the conventional procedures?
2. What is the difference between the performance of students in content presentation of the written English before and after exposure to self directed learning strategies?
3. What is the difference between the performance of the students in organization of written English before and after exposure to self directed learning strategies?
4. What is the difference between the performance of students in expressions of the written English before and after exposure to self directed learning strategies?
5. What is the effect of self directed learning on the mechanics of writing before and after exposure to SDL strategies?
6. What is the difference between the written English performance of the students from urban and rural areas before and after exposure to SDL strategies?

1.5 Hypotheses

The following hypotheses are postulated for this study.

H_O1. There is no significant difference between the performance of the students exposed to SDL strategies and those using conventional procedure.

Ho2. There is no significant difference between the performance of students in content presentation of the written English before and after exposure to SDL strategies.

H_O3. There is no significant difference between performance of students in organization of the written English before and after exposure to SDL strategies.

Ho4. There is no significant difference between the performance of students in expressions of the written English before and after exposure to SDL strategies.

Ho5. There is no significant effect of SDL on the mechanics of writing before and after exposure to SDL strategies.

Ho6. There is no significant difference between the performance of the written English of the students from urban and rural areas before and after exposure to SDL strategies.

1.6 Significance of the Study

The study could be of immense importance to the teachers of English Language, curriculum planners, educational administrators and parents. It could also be of great importance not only to the above mentioned categories of potential beneficiaries, but also to other professions that require writing skills as a prerequisite.

From this study, teachers of English could learn how to organize teaching of COEMA using SDL strategies and they could also adopt the strategies if found effective.

Teachers in other fields could equally benefit from the study because other areas of studies require these strategies so as to create self confidence in the minds of the learners. Aspects of knowledge organization and presentation that involve drafting, editing, analysis and evaluation would definitely require insights from studies such as the present one.

Students whose writing skill is low or average could benefit from the study. This is because diverse strategies of boosting individualization will be explored. The students would be exposed to the fact that writing requires motivation from the teacher. Research findings, discussions and recommendations vital to self directed learning is expected to benefit students not only of English Language but other fields as well, since writing is not restricted to language students.

Curriculum developers could find this study relevant. It could help in making decisions relating to content selection, materials and areas for development to encourage autonomous learning.

Educational administrators, too, could benefit from the study. The study could have positive impact on the administrators' decision in planning and executing the educational policies, support and evaluation that gear toward the development students' initiative, creative and critical faculties. This could be achieved by incorporating self directed learning in the National Education Policy as it is incorporated in National Education Act of 1999 section 24 of Thai Republic.

It is hoped that the result of this study may enable the educational managers, administrators in Kaduna State to take into consideration the role of (SDL) strategies in teaching and learning writing.

1.7 Scope and Delimitation

The present study was carried out with control and experimental groups at both pre-test and post-test stages with SSII students from two selected senior secondary schools in Kaduna state. The SSII students were selected based on the fact that they have enough time to undergo the treatment unlike SSI students that have just been introduced to the senior school, or SSIII students that are busy preparing for West African Examination Council (WAEC). The choice of these two schools for the study is the fact that they enrolled students with different background and they represented the entire population of the state because Sabon-Gari Local Government is the heart of the state where all the local governments in the state are represented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature relevant to the study. The review is written under the following sub-headings: the emergence of self directed learning, strategies for organizing self-directed learning, theories of second language learning and their implications in learning, content, organization, expression, mechanical accuracy and written English, writing as a skill, written English and school location and previous studies on self-directed learning. In addition to the review, the chapter covers the examination of theoretical framework.

2.2 The Emergence of Self-Directed Learning.

In the 1970s, Knowles and other educators such as Carl Rogers began the promotion of the idea that education needed to be moved away from being a teacher centered (TC) field in which directed learning (DL) was pervasive towards learner centeredness or facilitated learning. Supporters of SDL strategies suggested that learning should be adjusted to the needs and wants of learners rather than the other way round. From their perspectives, teachers need to move out of role of 'sage on the stage' to that of 'guide on the side' in which learning becomes more of a collaborative affair between the teacher and the students. Students are encouraged to become more involved or self directing in their learning. Historically, adult education was also propelled by the interest in self-improvement (Bergmann, 2001; Candy, 1991; Cunningham, 1989; Ellis & Merriam, 1995; Merriam & Brockett, 1997; Selman et al., 1998; Wang & Sarbo, 2004; Williams, 2003). Such an attitude was believed to be the basis for not merely a social advancement or

economic mobility, but also for intellectual and spiritual fulfillment (Candy,1991:28). Underlying the notion of self-improvement, therefore, is the belief that humans have the capability of self-change, attributing this skill to the capacity for self-awareness, self-questioning, and growth. Such skills could be applied to many different areas of life including business, agriculture and philanthropy and endeavour where improvement in life experience was sought (Bergmann, 2001; Merriam & Brockett, 1997).

The proliferation of many adult educational programs in the latter half of the 19th and early 20th centuries, therefore, illustrates the breadth of programs and services available to an ever expanding population. Of note is how adult education did not necessarily take place within the confines of a traditional, school-based program in order to facilitate sound, growth-inducing learning (Bergmann, 2001; Selman et al., 1998; Williams, 2002).

Further, the focus was on the learner to whose needs, the course content tried to address. The teacher, on the other hand, acted more or less as facilitator, providing guidance and feedback to the learner believing in the potential of the adult.

Utilizing the purpose for the emergence of SDL, it might be assumed that the strategy is meant for adult but that is not the issue. Even children can benefit from it.

2.3 Strategies for Organizing Self-directed Learning

Prominent scholars such as Knowles and Carl Rogers have contributed immensely towards championing the ideas of self directed learning. Self directed learning undoubtedly has its roots in adult education. It is an approach that has been tried in elementary and later on introduced in secondary schools. The ability of students to become self directed learners relies on the

development of their meta-cognitive skills or the ability to reflect and assess their own learning and thinking. Merriam et al 2010 states that "to become SDL, students must learn to assess the demand of the task, evaluate their own knowledge and skills, plan their approach and monitor their progress".

In SDL, control gradually shifts from teachers to learners. Learners exercise a great deal of independence in setting learning goals, deciding what is worth learning and how to approach the learning task within a given framework (Guglielmino,1977; Morrow, Sharkey & Firestone,1993). The notion of self directed learning is based on humanist philosophy and development of the individual through encouragement and motivation.

SDL recognizes the significant role of motivation, and volition in initiating and maintaining learners' efforts. Motivation drives the decision to participate, and volition sustains the will to seek through so that goals are achieved (Guglielmino, 1977; Corno, 1992).

Providing support for movement from the current level of development to the potential level development is referred to as scaffolding (McGee & Richgels, 2000). Scaffolding strategies can be provided in form of questions, prompts, rephrasing, demonstration, gestures, visual resources, graphic organisers, dramatisations, tasks, designing the environment to facilitate practice of a particular skill, talking and explaining and comprehension monitoring. These strategies enable the students to sustain active participation in learning activities (Crawford, 2003). Students can successfully acquire language through scaffolding provided by other learners of language and social interaction can act as a go-between for learners and those around them.

SDL is highly collaborative; learners collaborate with teachers and peers in learning (Guthrie Alao & Rinehatrt; 1997; Temple & Rodero, 1995). Collaborative learning takes place when small groups of students help one another to learn. It is a teaching strategy in which students work together in groups of three to eight members to achieve a common goal. Collaborative learning is a method of teaching and learning in which students come together in teams to explore a significant questions or create a meaningful project. A group of students discussing a topic or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning (Felder & Brent, 2001).

The process-based approach is one of the components of SDL strategies as noted in Flower & Hayes (1984), Hayes & Nash (1906). Gunnarson (1997), Badger & White (2000) and Scow (2002), focus on what writers' actually do and what choice they make when they write. The process of writing, in this sense, paves way for, inter alia, the means of achieving cohesion, coherence as well as the convention of writing relevant to the learners' need and purpose. This approach is, in most cases, 'unpressured' seeing learners as active participants in the whole exercise. Students are allowed to confer in pairs, small groups and with a teacher. The teacher's role here is mainly that of a facilitator, a scaffold and a writing consultant. The process is, among other things, multilayered, recursive, a focus on interaction with the book and involving free writing. This evidently proved that writing is properly done in stages with more practice and self management that produces mature and intelligent writing. Dauite (1985) notes that writing is a dynamic multi-step process that involves discovering ideas as we think and write. Creating requires careful planning and rewriting as the major points, details and organization of a piece emerge. Steps of writing include pre-writing, writing, and re-writing, (Emig: 1971). Pre-writing,

writing, and re-writing free the writing from feeling that a final draft has been written at a first trial, (Emig: 1971).

To the opinion of the researcher, these steps are the major components in organizing self directed learning and will help the students to be active learners which can lead to the mastery of writing. There is need before the production of the final draft to ensure that these steps are followed ie pre-writing activities, writing proper, peer perusal, individual editing, redrafting and production.

2.4 Theories of Second Language Acquisition

Several theories are significant for language learning and acquisition. (Menyuk, 2003) claims that theories of language acquisition that stress the cognitive development and how input affects development; have obvious importance for the teaching of language arts. Learner input underscores the importance of communicative interaction as a vehicle for language growth (Menyuk,2003). For the sake of this paper only three theories are highlighted. These are Vygotsky's Theory of Zone of Proximal Development, Chomsky's Input Theory and Krashen's Input Hypothesis Model.

2.4.1Vygotsky's Theory of Zone of Proximal Development

Vygotsky's theory of Zone of the Proximal Development (ZPD) highlights the role of social interaction in learning and development, including second language learning. The ZPD can be defined as "the distance between the actual development level as determined by independent problem solving, and level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Shrum & Glisan 2000) In simple terms, the ZPD is the learner's progress from the actual development level to a higher

potential developmental level through interaction with others, therefore, between the actual developmental and the potential developmental level is the learner's zone of proximal development. The ZPD represents the opportunity for growth in which children require support or facilitation from others. These others could be adult, parent, older children or peers with more expertise related to the learning task. These assistants in social setting take control of such portions of a task that are beyond learners' current of level of competence, thus allowing the learners to focus on the elements within their range of ability. Vygotsky further proposes that while learning is facilitated by external use of language, learners are also capable of using internal dialoguing called "private speech" or "speech for the self". Private speech aids students as they look for, plan, and organize thoughts for solving problem, especially when cognitive difficulty is encountered. Private speech is also instrumental in language play in which the learner experiments with grammatical, phonological, and features of language (Menyuk,2003; Shrum & Glisan, 2000).

2.4.2 Chomsky's Input Theory

The second theorist is Chomsky, who, like Vygostky, acknowledges the role of input in language acquisition process. Chomsky theorized that all humans are born with a special ability to process language through an innate language acquisition device (LAD). Chomsky suggests that this device contain principles that are universal to all languages. Children acquire their first language by hearing it spoken by people in their environment including family, friends, and others. They synthesize the grammar of a language as they move through the natural development process. It is believed that is always strong during early childhood, but weakens once the critical period for learning a language has passed, and for this reason adults have difficulties in learning new

languages (Content-Morgan, 2002). Chomsky's theory implies that both first and second language learners needs more amount of contextualized meaningful input in order to acquire language. Learners who experience face-to-face conversation in a natural setting acquire language more quickly and more successfully than those exposed exclusively to exercises that focus on structure alone. (Shrum & Glisan, 2000).

2.4.3 Krashen's Input Hypothesis Model

Krashen's input hypothesis model extends Vygotsky's and Chomsky's theories. His monitor models put forward five models as follows:

(i) Acquisition- Learning Hypothesis

According to Krashen, there are two ways of developing language ability. Acquisition involves the sub-consciousness acceptance of knowledge where information stored in the brain through the use of communication; this is the process used for developing native languages. Learning on the other hand, is conscious acceptance of knowledge about a language (ie the grammar form). Krashen states that this is often the product of formal language instruction.

(ii) Monitor Hypothesis

This hypothesis explains how acquisition and learning are used; the acquisition system initiates an utterance and learning system 'monitors' the utterance to inspect and correct errors.

(iii) Natural Order Hypothesis

Learners acquired parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. This

hypothesis suggests that natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence.

(iv) Input Hypothesis

This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand as a concept also known as comprehensible input. This comprehensible input should be beyond learners' current language ability as in i+1 in order to allow learners to progress with their language development.

(v) Affective Filter Hypothesis

The obstacle that manifests itself during language acquisition is the affective filter; 'screen' and is influenced by emotional variables that can prevent learning. The affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress.

2.4.4 Implications of the Language Theories for Learning

Vygotsky's, Chomsky's and Krashen's theories have several overall implications for language learning. Across all these theories, there is the socio-cultural perspective on language instruction suggesting that learners must have ample opportunities to interact meaningfully with others while making use of the second language. The teacher should provide understandable input in the target language. They should create an interactive environment that models and presents a variety of social, linguistic and cognitive tools for structuring and interpreting participation in talk and providing opportunities for learners to negotiate meaning in target language which is socially constructed context dependent. This can be accomplished by facilitating collaboration

between students and the teacher, writers and readers, and among students themselves (Newman, 1985). Teachers should provide a non-threatening environment that encourages self-expression to facilitate language learning (Hardley,2001).

The above review is undoubtedly relevant to the present study because of the fact that Vygostky, Chomsky and Krashen identified the process of Language learning and acquisition. But, the present study is going to build on the Vygostky's findings where he emphasizes Language learning through interaction. He believes that learners' progress from the actual development level to a higher potential developmental level through interaction with others.

2.5 Content, Organization, Expressions, Mechanical Accuracy and Written English

Content is defined as the use of grammatical sentence to generate point in each essay (WASSCE, 2002) and it is also referred to the relevance of ideas to the central theme and their development (WASSCE, 2008). Babalola (2012) opines that the adequate treatment of the subject matter is important in content and there must be some originality in approach. A reproduction of knowledge from another language, ie Hausa or Igbo not original to the writer will lead to low marks. Similarly, engaging in irrelevant ideas to the questions set will lead to zero marks (Asanya, 2013). Poor content emerges from the candidates' improper understanding of the topic and the questions (Ukaraka, 2005).

The content of written essay must apply the most appropriate evidence data that show the mastery of the subject and course materials. The content papers should also show strong evidence that the student has gone through the reading materials (Setzler,2007).

Organization is defined as process of arranging writing materials properly (Ibe, 2008). The qualities of organization are suitable opening, adequate development, good paragraphing, coherence, unity and conclusion.

Ogwuche (2005) concludes that consideration must be made on the medium; that is the genre in which the written composition is presented such as article, letter writing, report and others. Introduction should be clearly written, paragraphs well arranged and suitable conclusion. Setzler (2002-2003) considers organization as arrangement of essay from introduction to conclusion. In the same vein Chao (2013) opines that correct use of formal features ie appropriate arrangement of ideas is the concept of organization. In the case of examination, examiners consider introduction, paragraphs, coherence, unity, and conclusion.

Expression is defined as a way of stating your thought and ideas as clearly as possible. WASSCE (2008) concludes that expression includes clarity, appropriateness, sentence structure and type, use of figurative language and punctuations. Ogwuche (2005) sees expression component as the overall style of an essay: whether the tone is appropriate such as humorous, serious, satirical, and so on, whether there is sufficient variety (analytical, factual, and evaluative) and sufficient creativity is applied.

A good writer is one whose expression is so catchy and captivating. This involves exhibiting high level maturity of language style, a choice of appropriate words to convey intended meaning.

Ogwuche (2005) described mechanical accuracy as correctness. Correctness refers to conventions for writing like, punctuations and form. NECO (2012) gives the ringing aspect of this component to include poor punctuation, random capitalization and spelling, 10 percent is

agreed to be always deducted from the ringed mistakes of the students' written essays (Setzler,2000-2001).

2.6 Writing as a Language Skill

Writing is generally accepted as one of the four basic language skills, viz listening, speaking, reading and writing. Scholars defined it as an important language skill. (Krupa 1980) sees writing as a process, a complex psychological and physical activity that takes place in stages. But, Langer (1987) sees it as an evolutionary process and takes time to develop. Turnbal and Baid (1980) sees writing as the graphic representation of a conceived idea something which has been spoken or verbalized with the use of conventional signs, this is to read and spell words as they ought to be and have to follow and respect the basic rules of grammatical structure and sentence. Furthermore, scholars (Obanya, 1982; Broughton et al, 1983; Obiasakin, 1993) are of the view that in other to learn how to write well in English the students must learn graphic sign. For Cramer (1976) writing is a powerful medium, which is used to record a greatest accomplishments, loftiest ideas and deepest feelings.

Nattinger & Deccarico's (1992) last view is, however, questionable since while procedural texts give information and directions (Aouladimar & Saint-Dizier, 2006) written documents like business letters, for instance, always try to establish a social relationship. This is particularly when it aims at building a goodwill (Zhu, 2004; Locker & Skienzler, 2008). Baynham (1995) views the art of writing as a talk written down. It is organized and grammatical. Speaking is, on the contrary, disorganized, often ungrammatical, disjointed with many half completed expressions and reformulated utterances and fillers. Speech, as Baynham (1995) points out, is loaded with code mixing, code switching and register switching. Nevertheless, Creme & Lea

(2003) opine that, in the case of writing, such troublesome features can be tackled at least at one stage of the writing process. Another distinguishing feature lies in the fact that writing is permanent (Stubbs, 1980). The skill is actually a way of crossing boundaries of time and culture: as it reaches even those not present when the document was produced. It is, therefore, important that written, as opposed to a spoken language be well organized. This is possible through the strategies proposed for this study.

Despite the fact that there are distinctions between speech and writing, they are not to be seen as water-tight compartments. For this reason, Kress (1994) corroborates the assumption that the grammar of speech and writing are the same. As a skill, writing encompasses a large body of language activities. In a similar way to reading, the process of writing is usually associated with top-down and bottom-up processes as well as clause relational approach (Martin, 2002; Lott, 2005; Olaofe & Mesembe, 2006). A good writer is required to take into account the reader and how he/she interprets the intended meaning. No wonder, The National Policy for English Language Arts (1989:23) suggests that an appropriate writing task always focuses upon the explanation and awareness of what writers actually do and the choice they make when they write. Hedge (1991), like Stubbs (1980), Olaofe (1993) and Brown, Yarima & Moses-Ojo (2005), enumerates what a successful written discourse reveals about the writer.

In order to achieve a sound communicative ability, Dean (1970: 147), following Krupa (1982:3) and White (1988:10) opines that any writing originates from a familiar situation or context; and that different situations require different strategies. This assertion emphasizes the interconnectivity of reading and writing

Writing essay encompasses different skills. Although writing process requires global communication (Lovejoy, 1991; Martin, 2002), the issue of grammar, vocabulary and punctuation as cited in Hedge (1991) should be effectively handled. The technique of writing takes care of the appropriate conventions and layouts relevant to the essay type and purpose. Subsequent to brainstorming of ideas and the writer is expected to ensure a well ordered presentation.

Trosbar (1997) as well as Aouladomar & Saint-Dizier (2006), opine that not only the achievement of genres that is necessary, but it is also an integral part of the writing process. As cited in Trosbar (1997), owing to Aristotle's Rhetoric, essay can be broadly classified according to purpose (in terms of communicative function, e.g., to inform, to persuade and to express attitude) and according to type or mode (such as descriptive, expository and instrumental). In fact, no single essay type (or even a genre) is in a total isolation of at least a few features of another type. For instance, a descriptive essay is likely to exhibit some elements of a narrative and vice-verse.

As indicated in Tomlinson (1983), in attempt to improve on some of the inadequacies associated with the traditional approaches to the teaching of writing, several writing strategies emerged. A host of studies (Frakenberg-Gracia, 1999: Flowerdew, 2000: Graham & Penn, 2006: Booth, 2009) have advocated for reviewing the techniques of teaching writing relevant to the purpose, topic and intended readers. This brought the issue of students to be made to use writing as a means of interaction (Martyna, 1980; Swales, 1990: Baclger & WhiLe, 2000; Hyland, 2000; Syrquin, 2006). The interactive activity is a component of' the present study, which is necessitated by the inability of secondary students to effectively write individually.

Through interaction as one the activities capable of enhancing writing, learning to write could be made a developmental process.

Usually, as in the case with SSCE essay writing in Nigeria, a period of fifty minutes is allocated to an examiner- selected composition of 400 word length. The evaluation of essay is therefore, based on timed/pressured production. In this case, feedback comes along four weighing points: content, organization, expression and mechanical accuracy (COEMA). As such, good ideas are valued and flaws penalized. The content is expected to be well organized with demonstration of a very sound command of the language (expression) devoid of poor mechanics. The modified product oriented approach is, according to Jacoby, Leech & Holten (1995), a more or less, similar to the genre-based approach. Tardy (2006) and also Kaewpet (2009) equally agree that the two approaches do share common features. As Brown, GlassveIl & Harland, 2004 noted, in both the modified product and the genre approaches, students are made to carefully study materials relevant to a given assigned topic. And, afterwards the candidates write an essay based on the genre already analyzed, corrections effected then feedback is given for the learners to rewrite before another essay topic is given and the teacher scaffold.

The act of writing essay either with pen and paper or in word document is day-in- day-out witnessing rapid improvements which include 'Collaborative writing' and 'Cooperative writing'. Others are Procedural writing' (also known as 'Instructional writing', which tends to minimize distance between language and action through sequence of instructions and recommendations by simply answering the question 'how?') and 'Rhetorical Structure Theory' (the theory of intercultural relationships that govern discourse structure, thus pointing to the multi-sentential

coherence including sequence, purpose and elaboration). Interestingly, most of these are relevant to the present study and some other elements have actually been embedded in it. The relevance of the above mentioned approaches to the present study is in the light of the fact that Collaborative and Experiential Writing are relevant to self directed learning on the written English. Adopting some of these strategies in the present study could be practicable since the most modern writing techniques involve a recursive writing process.

From another dimension, Paltridge (2001) recognizes only four types of writing teaching techniques within the purview of EAP situations. These are controlled composition, rhetorical functions, process approach and genre approach. Controlled writing is restricted to using substitution tables, written expressions and frame completion. Rhetorical functions involve not only rhetorical patterns such as diction, punctuation and spelling, but also grammatical correctness. Process approach, on its own part, places emphases on learner autonomy dealing with both the writer and the writing process. This last approach, therefore, involves brainstorming, organization, drafting, re-drafting, revising and proofreading, all of which are sub components that are used in this study. The teaching of a particular academic genre like essays and research reports refers to genre approach to writing. This approach is not relevant to this study because is undoubtedly a teacher- centre.

Sharples (1985), citing Bereita and Scardamalia (1982) agrees that there is no easy progression from a writing process based on conversation to mature reflective writing but rather a major reconstruction of thought and language. The development of mature writing abilities requires several important transitions.

(a) From self directed expression to communication with a remote audience.
(b) From language production which is dependent on conversation feedback to autonomous production.
(c) From open to close discourse.
(d) From implicit to explicit manipulation of language.

These clearly show that writing goes on in stages giving room for more practice that will make for mature and intelligent writing. It must to undergo a number of processes before arriving at the final draft. There are pre-writing activities, then the writing proper before the editing and correction stage. The present study engaged the experimental subjects on self directed learning strategies, which encompass numerous activities in both collaborative and recursive manners during the composing stage. This rather than adopting the traditional 'error-search' marking among 'the error maniac' teachers, the present study opts for reformulating by means of free writing, rewriting procedures. This is with a view to producing comprehensive and meaningful students (Allwright, l988; Kress, 1994; Walker & Riu, 2007; Shin, 2008).

To encourage the learners, the teacher is always required to motivate them. This strategy involves pointing out that every step in writing process aims at a progress in the process. Nordquist (2007) observes that both interest and indifference among students towards writing arise from their abilities. This may not always be the case as those who are weak in writing could still have the desire to write and be corrected in a non threatening atmosphere through self monitoring and learner interaction. For better writers, Booth (2004) suggests that the world of writing is fast changing; as such, they still need to keep learning. This way, they remain abreast of conventions and also become acquainted with rules and other relevant mechanics involved in writing across cultures. It is only a constant practice that makes a professional writer.

Thus, active engagement is essential component of learner-centred, SDL strategies. Teachers are challenged to engage learners actively as the key attempt to learn writing.

2.7 Written English and School Location

Written English as one of the most tasking four English language skills has been a subject of discussion for decades. Many scholars have pointed their views on the factors responsible for the improvement of the written English. Frith (1978), for instance, has demonstrated that school location did not make contribution to the academic achievement of a sample of Australian adolescent independently of the influence of their home background. Croft et al. (1983) revealed that students attending urban school had higher levels of achievement than students from rural schools.

However, Roy (1978) acceded that location of school did not make any contribution to writing performance while Barker et al (1992) revealed that school location has an impact on students' performance. Durrell (1995) attributed the writing performance not on school location but on certain principles where he said writing performance, is acquired best when the principles of cognitive learning are applied to instruction. A number of studies attest to this position (Flower, et al. 1989; Flower & Higgins, 1991; Hayes & Nash, 1996). To develop writing skills, cognitive activities need to be implemented. Thus, there is an interaction between the writer, the text and the reader. Linking these three contextual factors makes writing a recursive process. And, above all, the content is contextualized.

Obe (1986) observed a significant difference in rural-urban academic performance of 180 final year students on the aptitude qualifying Examination. He concluded that students from urban

schools were superior to their counterparts while Willows (1990) and Carlisle (1997) believed that there was no significant difference between the academic performance of students in urban and rural secondary schools. According to Carpenter and Hayden (1985) the issue of school location and academic performance is still going on all over the world.

Consequent upon the diverse views of scholars on the influence of location on the academic achievement, the present study is determined to find out whether or not location can influence the written English.

2.8 Previous Studies on Self Directed Learning

The concept of SDL is one which educators have investigated and discussed for many years. Many scholars have critically examined self directed learning and properly defined the term in various ways.

Since the late 1980s, we have seen a proliferation of terms relating to this concept of term relating to this concept of 'self-directed learning': autonomous learning, self-initiated, self-assessment, learner strategies, self-help learning strategies, strategic investment, learner training, self-study, self-access learning, self-planed, self-management. The key concepts that have emerged, however, and around which others pivot, are those of learner autonomy (which for our purposes can be taken as synonymous with self-directed learning) as a goal for learners, and learner training, or the teacher's encouragement of their efforts towards that goal. Malcolm Knowles was known as the father of andragogy, or adult education. About the same time that he introduced andragogy to North American adult educators, self-directed learning appeared as another model that helped define adult learners as different from children. Knowles (1975)

himself contributed to the self-directed learning literature with his book "Self-Directed Learning: A Guide for Learners and Teachers," published in 1975, describing self-directed learning as "a process in which individuals take the initiative, with or without the help of others", explaining the concept and outlining how to implement it through learning contracts. And it might be recalled that the first assumption underlying Knowles's view of andragogy is that learners become increasingly self-directed as they mature. Researchers have found that as children grow, they have increasing desire for autonomy. SDL may be the one harnessing the natural desire to help achieve the meaningful learning experience. The processes in self-directed learning include diagnosing one's own learning needs, setting personal goals, making decisions on resources and learning strategies and assessing the value of the outcomes (Knowles, 1968).

A second goal is the fostering of transformational learning (Brookfield, 1986, Mezirow (1985). Transformational learning as presented by Mezirow, posits critical reflection by the learner as central to the process. "Understanding of the historical, cultural, and biographical reasons for one's needs, wants, and interests. . . . such self-knowledge is a prerequisite for autonomy in self-directed learning". (Mezirow, 1985:27 and Lowry, 1989) The third goal for self-directed learning is the promotion of emancipatory learning and social action. Just as andragogy has been criticized for ignoring the context of learning, some writers would like to see self-directed learning to be positioned more for social and political action than individual learning. Both Brookfield (1993, 2001,Collins, 2001) call for a more critical, political analysis of SDL. How one actually works through a self-directed learning experience has generated a number of models of the process. The earliest models proposed by Tough (1979) and Knowles (1975) are the most linear, moving from diagnosing needs to identifying resources and instructional formats to evaluating outcomes. Models developed in the late 1980s and the 1990s are less linear and more

interactive; in such models not only the learner but the context of the learning and the nature of the learning itself are taken into account. In Danis's (1992) model, for example, learning strategies, phases of the learning process, the content, the learner, and the environmental factors in the context must all be taken into account in mapping the process of SDL. Victoria and Lockhart (2000) believe that one of the premises of any self-directed program should be that of enhancing students' metacognition to prepare them for approaching their own learning autonomy. Such a program should involve cyclic diagnosis of learners' beliefs about language learning, preferred styles, learning needs and objectives in order to endow the learners with criteria for choosing optimum strategies, resources and activities for their individualized program. Their purpose was to highlight the unifying role of metacognition in all levels of learner training. Merriam & Caffarella (1999) term "instructional" models of the process focus on what instructors can do in the formal classroom setting to foster self-direction and student control of learning? The best known of these is Grow's (1991) Staged Self-Directed Learning (SSDL) model. Grow presents a matrix whereby learners can locate themselves in terms of their readiness for and comfort with being self-directed, and instructors can match the learner's stage with appropriate instructional strategies. For example, whereas a dependent learner needs more introductory material and appreciates lecture, drill, and immediate correction, a self-directed learner can engage in independent projects, student-directed discussions, and discovery learning. In addition to goals and process, the literature can be categorized according to the learner and the extent to which self-directedness is a priori personal characteristic and associated with other variables such as educational level, creativity, learning style, and so on. Two scales of self-directedness, one measuring readiness (Guglielmino, 1997), and one measuring personal characteristics (Oddi, 1986), have been used in a number of studies. In addition to these

empirical studies, the relationship between autonomy and self-directedness has been explored. Candy (1991:309, 2001) writes that since a learner's autonomy is likely to "vary from situation to situation," educators should not assume that because a person has been self- directed in one situation, "he or she will be able to succeed in a new area: Orientation, support and guidance may all be required in the first stages of a learning project." Furthermore, Matuszowicz (2000:30) provides one example of this in his work focused on developing self-direction in homeless adults. For perhaps the first time in their lives, this group recognized themselves and others as learning resources and learned through the practice of interpersonal behaviors and skills such as giving and receiving feedback. Similarly, in British open learning centers, O'Donnell and Moss (1987) found that adult basic education students "identified a common bond and developed a collective self-direction" through work on a student committee. They also enhanced their sense of individual self- direction.

A study of empowerment in community groups (Singh, 1993 as cited in Kerka, 2000) suggests that group learning processes can empower individuals to move from low to high self-directedness. In addition, the enhancement of individual SDL abilities tended to help groups become more empowering. In one study, Guthrie, et al. (2001) noted that the self-directed learners in a Concept-Oriented Reading Instruction (CORI) program demonstrated the ability to search for information in multiple texts, employ different strategies to achieve goals, and to represent ideas in different forms (drawing and writing). Morrow, et al. (1993, 2001) observe that with proper planning and implementation, self-directed learning can encourage students to develop their own rules and leadership patterns.

In another study of one the school of thoughts, SDL is based on the autonomous, independent individual who chooses to undertake learning for personal growth (Merriam & Caffarella 1999. Braman's (1999) review of literature suggests that the SDL construct has been primarily based on individualistic attitudes and values, in keeping with the viewpoint that lifelong learning has primarily instrumental objectives related to individual responsibility and work force development. So, the goals of an individual and his/her cultural group may conflict, thus hindering the opportunity for self-direction.

However, in the study of another school of thought, they stress the social construction of knowledge and the social context of learning. One of Brookfield's criticisms of SDL research was that it ignored social context by focusing on the individual, isolated learner, although Long refutes Brookfield's criticism in an analysis of more than 500 studies, as much as 90% of which were concerned with SDL in social settings. Maehl (2000, 2000:51) asks, "Is self-directed learning possible if knowledge is socially or culturally constructed?"

Rowland & Volet (1996:100) call for more awareness of socio-cultural perspectives. They suggest that a more postmodern view of the *self* in self-directed learning challenges the notion of universal individualism and that, from this perspective, adult learning has significance "for a learner's community as well as for the individual" Moreover, O'Donnell (1999, 2000:251) goes the furthest in emphasizing the collective over individual dimension when he presents a rationale for what he calls "selves- directed learning".

The present study stands to investigate Braman's (1998) view that he believes goals of an individual and his/her cultural group may hinder the opportunity for self-direction as well as Rowland & Volet's (1996) view that autonomous learning has significance "for a learner's

community as well as for the individual" by making learners practice in groups and examine individually. The table below summarizes literature reviewed.

Table 2.1: Summary Table for the review of related literature:

Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Shuo (2008)	Language Teachers emphasize linguistic accuracy not social context in writing process.	Writing process would be through planning and stages in this study
Kress (1994)	Reading and writing are related.	The importance of reading habit in order to improve writing performance cannot be overemphasized
Tomlinson, (1983)	Planning task-based and written language production encourages interaction among the students.	Writing through wide range of activities and consultation will be used in this study.
Aouladamar Saint(2006)	Procedural texts provides information and direction	There must be direction of writing any texts.
Brown & Yule (1998)	Writing is entirely different from four language skills.	Writing complements other skills. The subjects would be made to write in the absence of reader.

Shrum (2000)	Task-Based Instruction and Planning.	The students would be involved in activities such as spray charts and other relevant task related to planning.
Lovejoy (1991)	Ideas connectivity requires coherence and logical transition.	The skills must be known before the writing activities.
Knowles (1975)	Guiding teachers and learners to be autonomous.	It is relevant because the subjects would be guided on how to write independently by the teachers.
Merriam (1997)	Process of Adult Education.	Adults show zeal to learn independently. It shows learning procedure for Adult
Ibe (2005)	Mechanical accuracy involves correctness on punctuation, capitalization, spelling and grammar.	The present research will look at the mechanical accuracy of the students' writing performance before and after the treatment.
Crème and Lea (2003)	Writing is a gradual process that demands time and effort.	Since writing process is recursive, all errors would be corrected at one stage or the other during the treatment.
Hedge (1981)	Although writing process encompasses a	Students would be trained in

	number of sub-skills, the current trend emphasizes a global communicative approach.	the skills of achieving exposure to different strategies and of writing which is the concern of this study.
Vygotsky (1980)	Writing is a speech without interlocutor.	It is relevant because writing is a speech but without interlocutor.
Flower and Hayes (1984), Hayes, Nash (1996) and Gunarson (1997).	Learning to write is a continuous and gradual process.	The emphasis on writing to be improved following some strategies would be emphasized.
Tomlinson (1983)	There are ranges and forms of writing.	The exposure to different range and forms of writing would be employed to see if there will be any advantage in their writing.
Raimes (1998)	Writing also involves technicalities.	The subjects would be exposed to various with various technicalities of writing.

2.9 Gains from the Review of Literature

The related literature review in this study is enormous ranging from the concept of SDL, emergence of SDL, concept of SDL, theories of second language acquisition, previous studies on SDL, writing as a language skill and critical thinking and writing. It is indeed possible to

improve writing performance through proposed self-directed strategies such as scaffolding, facilitation, motivation, participation, cooperation, collaboration, interaction, as well as brainstorming. The literature reviewed can stand as a basis for the research design adopted for this study.

2.10 Theoretical Framework

The theoretical framework for this study is based on constructivist theory. The idea behind Constructivism always sees learning as more effective when a student is actively engaged in the construction of knowledge rather than passively receiving it (Applebee, 1993). It is indeed a view of constructivists that learners ought to be actively involved on the basis of what they already know. This notion, as Gray (1997) points out, suggests that an ideal learning process is constructed from the base of prior knowledge, known as schema. Gray (1979, cited in Wikepedia, 2009) also notes that Constructivism has the following features:

> *the learners are actively involved;*
> *the learning environment is democratic;*
> *the activities are interactive and students centred;*
> *the teacher is a facilitator who scaffolds the learner and the learning process;*
> *the learners work in groups ranging from pairs to fairly small groupings; and exchange of ideas.*

The teacher's role, in this case, is that of a scaffold. According to Vygotsky's (1978) Social Learning Model, a teacher is a supporter in the teaching-learning process. Thus, the exercise will be learner-based with the teacher as facilitator (Duncan, 1996; Rose, 2003). The learner collaboration covers a long way in checking the punctuation, lexical structures and grammatical conventions, the collaborative writing activity and, consistent structuring, complete thought, as well as the social context (Swales, 1990).

The constructivists view learning that places children as controllers of their own learning can be considered to be a motivating factor (Glisan, 2000). The constructive paradigm is linked with the communicative approach to second-language acquisition, like ZPD theory that emphasizes the social dimension of learning and the scaffolding which grows out of cooperative or interactive learning with teachers and peers.

The present study is set out to examine the Impact of certain writing strategies: Impact of self directed learning strategies on the written English. These writing strategies proposed for the study are activity-driven embedded with interaction among the students in groups with a view to providing input and suggestions on one another's work. This way, the writing process is learner based.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURE

3.1 Introduction

This chapter presents an outline of the research design and procedure to be followed in this study. It contains the population, sample size and sampling procedure, research instruments, validation of research instruments, procedure for data collection, and procedure for data analysis.

3.2 Research Design

The design adopted for this research is quasi experimental research design. In this case, students were subjected to an experimental treatment and the scores were compared with the results of control group at both pre test and post test stages (Bereiter, 1992; Xiang, 2004). The design was considered appropriate because the study involved subjects in a natural setting and a homogenous population.

3.3 Population for the Study

All the SSII students of Demonstration Secondary School (DSS) ABU, Zaria and Government Day Secondary School Bomo (GDSSB) constitute the target population for the study which comprised four hundred (450) students of Demonstration Secondary School ABU, Zaria and three hundred and (300) students of Government Day Secondary School Bomo. The schools were chosen because they enrolled students with diverse social, culture, religion, economic and geographical backgrounds while SSII students were considered the best representatives because SSI students have just been introduced to senior school while SSIII students have been engaged

for revision in preparation of the SSCE. The schools were also suitable for the study because the researcher was fully involved in the treatment of the experimental group. The physical presence of the researcher was necessary since the research design required his involvement in coordinating and providing necessary materials for the materials for the experiment.

Table 3.1: Schools for the study and number of students

Schools	No of students
Demonstration Secondary School, ABU	450
Government Day Secondary School, Bomo	300
Total	750

3.4 Sample Size and Sampling Procedure

In this study, seventy five (75) students were sampled out from the 450 students of Demonstration Secondary School ABU, Zaria and seventy five (75) students were sampled from 300 students of Government Secondary School Bomo (senior) which made two groups of sample students of one hundred and fifty each (Krejeie and Morgan, 1970; Feldt, 1973 Nworgu, 1991; Gay, 1992). This sample was taken having considered the homogeneous nature of the problem under study, the focus and the instrument of the study. The sampling was therefore considered sufficient (Nworgu, 1991; Gay, 1992). Ten (10%) and above is also recommended (Ferguson, 1971). The random sampling procedure was used in selecting the sampled students.

Table 3.2 presents the population distributions according to schools.

School	Population	Sample	Percentage
Demonstration Secondary School, ABU	450	75	6 %
Government Day Secondary School, Bomo	300	75	4%
Total	750	15	10%

3.5 Research Instruments

The instrument for data collection was essay writing question (see Appendix A). Experimental subjects were students from DSS and GDSSB. Treatment instruments involved facilitation, motivation, scaffolding and provision of various materials in the strategies of SDL. The marking scheme was used in assessing writing performance of the treatment and control group (see Appendix B). A rating scale for measuring the performance of the students' written essay is adapted.

Table 3.3: presents Table for Rating Scale

	High	Middle	Low
Content	7-10	5-6	4-0
Organization	7-10	5-6	4-0
Expression	12-20	9-11	8-0

Mechanics	7-10	5-6	4-0

3.6 Validation of Research Instruments

In order to ascertain the content validity and effectiveness of the instrument, the researcher pilot tested the essay topics on ten (10) students. The pilot study was conducted in Government Secondary School Basawa for SS2 students only. The students were exposed to SDL strategies for one week and were asked to write an essay. The t-test independent was used to calculate the impact of SDL. The pilot study revealed that most of the respondents did the work effectively. This proved the reliability of the study instruments.

3.7 Procedures for Data Collection

The following procedure was followed in collecting data for this study:

1. The first task was administering pre-test for both control and experimental groups. The researcher selected a topic already treated by the class tutor and asked the students to write an essay on (How I spent the last holiday). The results of pre test were computed to ascertain the level of performance of the both control and experimental groups which was equal and comparable.
2. The control groups were given opportunity to continue the conventional class.
3. The researcher selected the experimental group for the treatment beginning with brainstorming using the background knowledge of the subject to select a topic.

4. After the brainstorming stage, the researcher divided the subjects into manageable groups, using the ideas about the topic obtained from the subjects and allowed them to list ten (10) words.

5. The treatment group was allowed to read relevant texts to identify the modalities of writing in relation to content, sentence combining procedures, paragraphing, appropriate linking devices for meaningful thought, cohesion and coherence.

6. The writing activity began with the expansion of the words into sentence and continued with the placement of the topic at the appropriate position. The students were allowed to do the task on their own with the teacher guiding the students.

7. The treatment group was asked to produce the first draft as a team. After writing the first draft, each group read aloud its own sample and was exchanged by the groups for perusal and editing. Then, they were guided in redrafting through proofreading and editing in pairs.

8. The researcher allowed the subjects to write individually and encouraged them to proof read the first draft and effect corrections where necessary.

9. The researcher allowed the subject to write again and collected the essays for general corrections which focused on the areas of content, organization, expression and mechanical accuracy.

10. Both the researcher and the subjects were involved in the task where the former was scaffolding while the latter autonomy was created for a proposed period of eight (8)

weeks with three (3) periods contact with subjects per week. All the activities were restricted to the classroom so as to avoid any interference.

11. Post-test was administered for both groups after the treatment to ascertain the level of the writing performance of the experimental groups and control groups.

3.8 Procedures for Data Analysis

The t-test statistical technique was employed for data collection and data analysis. The first null hypothesis was tested using the t-test. The analysis in respect of hypothesis 1 ascertained the difference performance between the experimental and control groups. The t-test was effective enough to analyze the null hypothesis 2 which reflected the significant difference performance in content before and after treatment. Null hypothesis 3 was equally tested which revealed the significant difference performance in expression before and after the treatment. The significant difference performance in organization before and after the treatment was equally tested using the same technique. The fifth hypothesis that accounted for the effect on the mechanics of writing before and after the treatment was also tested. The last hypothesis was equally tested and did not reveal any significant differences between the urban and rural groups before and after the treatment.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher presents the statistical analyses, interpretations of the results of the data collected from the experiment. The research hypotheses were tested along the respective objectives and research questions. The findings were also discussed in this chapter.

4.2 Solution to the Research Questions and Hypotheses

The research questions of the study are aimed at identifying the impact of self directed learning strategies on the written English performance of senior secondary school in Kaduna State. The study also investigated the differences between the performance of students from urban and rural areas. The associated research questions and hypotheses formulated to investigate the Impact of SDL strategies are as follows:

Research question I: What is the difference between the written English performances of the students exposed to self directed learning strategies and those using the conventional procedure?

Hypothesis I: There is no significant difference between the performance of the experimental group and the performance of the control group in written English tests.

In order to test hypothesis I and to provide solution to the research question, two tests were administered to compare the written English performance of the SS II students of senior

secondary schools before and after exposure to the treatment. Table 4.1 presents the number and the average scores for control and experimental.

Table 4.1: Total number of students and average scores on the written English performance for control and experimental group

Control				Experimental			
Variable	Category	No of students	Average scores	Variable	Category	No of students	Average scores
Pre-test	High			Pre-test	High		
	Middle	15	20%		Middle	21	27.4%
	Low	60	80.%		Low	54	72.6%
Post-test	High			Post-test	High	19	25.4%
	Middle	28	36.7%		Middle	31	41.3%
	Low	47	63.3%		Low	25	33.3%

At pre-test when both groups were at a zero level, the control group had 60 representing 80% as low and 15 representing 20% as middle and the experimental group obtained 54 representing 71.6% as low and 21 representing 28.4% as middle. There was a slight improvement for the control group where they obtained total number of 47 representing 63.3% as low and 28 representing 36.7% as middle. The performance of the experimental group significantly increased where they had 25 representing 33.3% as low, 31 representing 41.3% as middle and 19 representing 25.4% as high. The above analysis has obviously shown a wide gap between the

performance of the two groups (experimental and control) after the treatment activities such as brainstorming, grouping, planning, writing, rewriting, drafting and redrafting. The effectiveness of the exposure to SDL strategies is clearly demonstrated by the scores of the post test.

In order to test for the significant differences between the experimental group and the control group after the treatment the t-test scores were used to establish the significance between the two variables. The result of the test is summarized in the Table 4.2 below:

Table 4.2: Two sample t-test on mean written English performance scores of the experimental and control groups

Variable	Groups	N	Mean	Std D	Std E	Fcal	Df	P
Pre-test	Control	75	4.05	1.413	0.115	34.365	298	.000
	Experimental	75	4.15	1.483	0.121			
Post-test	Control	75	4.73	1.605	0.131	38.967	298	.000
	Experimental	75	6.15	2.075	0.169			

The result showed that the students exposed to SDL strategies were better in the written English performance than those that were not exposed to the treatment. This is indicated by the F-calculated score of 34.365 for pre test and 38.967 for post test after exposure to SDL strategies. The observed levels of significance for the two variables (pre test and post test) were lower than the fixed level of 0.05 (>0.05). Therefore, the null hypothesis that there is no significant difference between the performance of the experimental group and the performance of the control group in written English test is rejected. To buttress the fact that the treatment was indeed responsible for the students' improvement, an extract of the subject essay for those that were

exposed to treatment ie Bala and those that were not exposed to the treatment ie Musa were compared. The question and the sample essay are as follows:

Question: A friend of yours who has been absent from the school for about a month due to illness. Write a letter to the friend describing some interesting things that have happened during the period and expressing your quick recovery.

Experimental Pre-test (Bala)

Government Day sec. school
P.M.B 1521,
Sabon-Gari Local Government,
Kaduna State
4th February, 2014.

Dear Salim,

How are you and health condition Hope you are now feeling better. Infact we are really mising your active contribution in class. But, we are greatful that you are responding to treatment. Ples take your drag at prescribe time.
Many interesting thing has happen in the school. Such as games, and other activities. The principal is transfer to G.DSS Samaru. Our English teacher buy a new car last months.
Lastly Salim we wish quick recovery so that you will not miss many thing again.

With all my love
Bala Usman

It could be noticed that sample of the pretest was incorrectly written. Starting from the address where the student exhibited high level of ignorance of abbreviations and punctuations. The subject inserted a comma between the month and a year. Some words were wrongly spelt such as mising, greatful, ples. The format of the letter was incorrectly followed and the quality and the quantity of the content were found to be generally low.

Experimental Post-test (Bala)

Government Day Secondary School, Bomo,
P.M.B 1521,
Sabon-Gari Local Government,
Kaduna State.
4th February 2014.

Dear Salim,

How are you and how is your health condition? I hope you are really responding to treatment. Information about your health condition is quiet encouraging and we have to thank our god for his intervention I guess you will be glad to know about certain things going on in the school.
First of all, the normal games for the end of the term took place last week. The overall winner for the 2014 is Dantsoho team. They defeat Iguda team.
Secondly the principal is transferered to GDSS Samaru-Zaria with effect from 1st week of February, 2014. Our humble English has bought a new car and we celebrate it on Wednesday
Finally, I Wish you quick recovery and thank you for the concern shown to me even on sick bed.

Yours sincerely,
Bala Usman.

It is glaring that a marked improvement can be noticed in the post test for the experimental group. The same subject (Bala) answered the same question after rigorous training and exposure to SDL strategies such as brainstorming, planning, writing, redrafting, and editing. The subject was able to write his address well punctuated. The student was able to display some improvement in the use of punctuation marks and logically stated his points as opposed to pretest which was marred by incomplete thought, poor punctuation and illogical arrangement of points.

Control pre-test (Musa)

GDSS,
P.M.B,1521
S/GARI

dear salim

are you fine that is good, you mis realy mising till you come back. I wish u quik recovery and we are all fine. Great the doctors for me pleas.

Your friend
Musa Usman

Control post test (Musa)

GDSS,
P.M.B 1521,
S/GARI,

Dear Salim

how are you with hope you are getting better. we heaer about your heath condition and we are encourage and we have to thank our God for alI know you will come bak. Many things happen such as games for the end of the term. Dantsoho team win it. Till you come bak u will see.

yours sincere
Musa Usman

There was no significant improvement for the control group where the same subject (Musa) continue to repeat the mistakes committed in the pretest while writing the post test such capitalization of the address, commencing sentences with small letters and all the sentences were not comprehensible.

Research question II: What is the difference between the performance of students in content presentation of the written English before and after exposure to self directed learning strategies?

Hypothesis II: There is no significant difference between the performance of students in content presentation of the written English before and after exposure to SDL strategies.

To provide a solution to this question and to test the hypothesis, two tests were administered to analyze the performance of students in content presentation between the experimental and control group before and after exposure to SDL strategies. Table 4.3 below provided the total scores and the percentage scores before and after the treatment.

Table 4.3: Total number of students and average scores of the students in content presentation

EXPERIMENTAL				CONTROL			
Variable	Category	No of Students	Average Scores	Variable	Category	No of Students	Average Scores
Content pre-test	High Middle Low	75	100%	Content pre-test	High Middle Low	75	100%
Content post-test	High Middle Low	35 40	46.7% 53.3%	Content post-test	High Middle Low	10 65	13.3% 86.7%

The results obtained clearly indicated that the students exposed to the treatment were far better than those that were not exposed. The percentage score of the control group was 75 representing 100 % as low and the experimental group had 75 representing 100% as low. After the treatment, the performance of the experimental group increased where 40 representing 53.3 belongs to low and 35 representing 46.7 belongs to middle. Only 10 representing 13.3 moved from low to high

in the control group and 65 representing 86.7% remained low. It remains obvious that the rigorous activities of SDL strategies were attributable to such significant differences.

To test the significance of the content presentation of the students written English, t-test was used for the experimental and control group before and after exposure to the treatment. The result is summarized in the Table 4.4.

Table 4.4: Two sample t-test on Content presentation of the students written English

Variable	Group	N	Mean	Std D	Std E	Fcal	Df	P
Content Pre-test	Control	75	3.77	.831	0.096	22.134	148	.000
	Experimental	75	4.52	1.408	0.163			
Content Post-test	Control	75	3.85	1.363	0.157	23.462	148	.000
	Experimental	75	5.81	2.075	0.169			

This result revealed that the students exposed to SDL strategies were significantly better in their performance than those not exposed to the treatment. The content presentation of the written English of the students significantly increased after the exposure to the treatment. The F-calculated score of the pretest was 22.134 and 23.462 for the post test. The observed levels of the significance for the two variables (pretest and posttest) were all lower than the fixed level of 0.05 ($p<0.05$). By these observations the null hypothesis that there is no significant difference between the performance of students in content presentation of the written English before and after exposure to SDL strategies is therefore rejected. To prove beyond reasonable doubt that this

remarkable improvement was as a result of the exposure to SDL learning strategies samples of the experimental students' written English before and after the treatment are presented below:

Question: You are the main speaker in a school debate the topic of which is: Bribery and Corruption are worse enemies of our country than armed robbery. Write your speech for or against.

Pre-test Experimental (Jummai)

My Chiarman
Distinguished Judges

Welcome to this program and I stand here to oppose the motion which says: Bribery and Corruption are worse enemies of our country than armed robbery Armed robbers killing people anyhow but corruption cant kill but stealing morney. No body can compare bribery and armed robbery

I hope everybody will agree with me that Bribery and Corruption are not like armed robbery. i hope your convince not comfused.

Without waste of energy, the sample of pretest proved to be written with full of flawless ideas and highly ungrammatical but comprehensible with lot of strain. Words were wrongly spelt such as chiaman, comfused, morney and the sentences lack coordination. The quality and the quantity of the content were obviously low as result of run-on- thought.

A post test sample by the same student is presented below:

Post-test Experimental (Jummai)

Mr. Chairman
Distinguished Judges
Co-devators

Distinguished Ladies and Gentlemen

Good morning all. I stand here to oppose the motion which says that: Bribery and Corruption are worse enemies than Armed Roberies Armed robbery is indeed the most rejected activity in a society.

Corruption is regard as the main sorce of every evil. Is is beleved that a corrupt free is the safest country. If a country is free from corruption the country will surely progress to its Zenith.

It is disheartening to compare Bribey and Corruption with armed robberies So, all of them are suppose to be eliminated to live in a peaceful condition.

I hope you are all convinced with my points.

After the adequate treatment of the strategies, the sample of the pretest and post test were compared where the post test sample essay revealed an improvement in the quality and the quantity of the content. Some words were added to make the essay more comprehensible such interpretation of Corruption and the effects of Armed Robbery in the society.

Research question III: What is the difference between the performance of the students in organization of written English before and after exposure to self- directed learning strategies?

Hypothesis III: There is no significant difference between the performance of students in organization of the written English before and after exposure to SDL strategies.

In order to answer this question and to test the hypothesis, two tests were administered to compare the scores of organization of the students written English SS II students that were exposed to SDL strategies and those that were not exposed to the treatment. The total scores and percentage scores is summarized in Table 2.5.

Table 4.5: Total number of students and average scores of the students in organization

EXPERIMENTAL				CONTROL			

Variable	Category	No of Students	Average Scores	Variable	Category	No of Students	Average Scores
Organization pretest	High Middle Low	 10 65	 13.3% 86.7%	Organization pretest	High Middle Low	 75	 100%
Organization posttest	High Middle Low	35 39 1	46.7 52.0% 1.3%	Organization posttest	High Middle Low	 17 58	 22.7% 77.3%

The results of the above table indicated that the students exposed to the treatment performed better in the organization of the written English than those that were not exposed. The experimental group had 65 representing 86.7 as low and 10 representing 13.3% as middle while the control group had 75 representing 100% as low before the treatment. After exposure to the `treatment, the experimental group obtained 35 representing 46.7% as high, 39 representing 52.0% as middle and only 1 representing 1.3 as low but only 17 representing 22.7 moved to middle in control group and 58 representing 77.3% remained low.

Hypothesis III was further tested where the organization of the students' written English performance of the experimental subjects and control group was compared before and after exposure to the treatment. The result is summarized in the Table 4.6.

Table 4.6: Two sample t-test on Organization of the students' written English performance

Variable	Groups	N	Mean	Std D	Std E	Fcal	Df	P
Organization Pretest	Control	75	2.67	1.393	0.114	9.881	148	.002

	Experimental	75	283	1.661	0.136			
Organization Posttest	Control	75	3.85	2.086	0.241	23.462	148	.000
	Experimental	75	6.20	1.363	0.157			

The results revealed that the students exposed to SDL strategies were far better in their performance than those not exposed to the treatment. This is indicated by the F- calculated score of 9.881 for the pretest and 23.462 for the posttest. The observed levels of the significance for the two variables (pretest and posttest) were all lower than the fixed level of 0.05 ($p<0.05$) .The organization of the students written English significantly increased after the exposure to the treatment. Thus, the null hypothesis that there is no significant difference between the performance of students' organization of the written English before and after exposure to SDL strategies is rejected. The progressive improvement became evidently clear in the sample of the experimental students written English before and after the treatment below:

Pre-test Experimental (John)

My Chiarman
Distinguished Judges

Welcome to this program and I stand here to oppose the motion which says: Bribery and Corruption are worse enemies of our country than armed robbery Armed robbers killing people anyhow but corruption cant kill but stealing morney. No body can compare bribery and armed robbery

I hope everybody will agree with me that Bribery and Corruption are not like armed robbery. i hope your convince not comfused.

The sample of the pretest evidently proved lack of proper organization of the paragraphs. There was also an evidence of connectivity of the introduction up to conclusion. The conclusion was haphazardly written.

Post-test Experimental (John)

Mr. Chairman
Distinguished Judges
Co-devators

Distinguished Ladies and Gentlemen

Good morning all. I stand here to oppose the motion which says that: Bribery and Corruption are worse enemies than Armed Roberies Armed robbery is indeed the most rejected activity in a society.

Corruption is regard as the main sorce of every evil. Is is beleved that a corrupt free is the safest country. If a country is free from corruption the country will surely progress to its zenith.

It is disheartening to compare Bribey and Corruption with armed robberies So, all of them are suppose to be eliminated to live in a peaceful condition.

I hope you are all convinced with my points.

The subject, after the treatment exhibited a remarkable improvement. More paragraphs were added and were logically arranged. The topic was developed with the supporting sentences.

Research question IV: What is the difference between the performance of students in expressions of the written English before and after exposure to self directed learning strategies?

Hypothesis IV: There is no significant difference between the performance of students in expressions of the written English before and after exposure to SDL strategies.

For the solution to this question and to test the hypothesis, two tests were administered to compare the scores of expressions of the students before and after the treatment were compared. The total scores and percentage scores is summarized in table 2.7.

Table 4.7: Total number of students and average scores of the students on expressions of the written English

EXPERIMENTAL				CONTROL			
Variable	Category	No of Students	Average Scores	Variable	Category	No of Students	Average Scores
Expression pretest	High			Expression pretest	High		
	Middle	10	13.3%		Middle		
	Low	65	86.7%		Low	75	100%
Expression posttest	High			Expression posttest	High		
	Middle	39	52.0%		Middle	5	6.3%
	Low	36	48.0%		Low	70	93.7%

The result of the area of expressions of the students written English revealed that the subjects exposed to the treatment were far better than those that were not exposed. At the pre-test, the control group obtained 75 representing 100% and experimental group had 65 representing 86.7 as low and 10 representing 13.3 as middle. After the exposure to the treatment, the experimental group had 36 representing 48% as low and 39 representing 52.0 % as middle. Only 5 representing 6.3% moved from low to middle and 70 representing 93.7 remained low in control group.

In order to test for the significance difference between the scores of the expression of the students written English for the experimental and control group before and after exposure to the treatment t-test was used. The result is summarized in the Table 4.8.

Table 4.8: Two sample t-test on expressions of the students written English

Variable	Group	N	Mean	Std D	Std E	Fcal	Df	P
Expression Pretest	Control	75	3.67	1.379	0.159	16.564	148	.000
	Experimental	75	5.96	2.193	0.253			
Expression Posttest	Control	75	4.44	1.491	0.172	23.421	148	.002
	Experimental	75	6.09	2.074	0.239			

The above result revealed that the students exposed to SDL strategies really performed better than those that were not exposed. The F-calculated value for the pretest was 16.564 and 23. 421 for the post test. The observed levels of the significance for the two variables (pretest and posttest) were all lower than the fixed level of 0.05 ($p<0.05$).The performance of the students written English in expression significantly increased after the exposure to the treatment. Thus, the null hypothesis that there is no significant difference between the performance of students' expression of the written English before and after exposure to SDL strategies stands rejected. It is evidently clear that the expressions performance of the treatment group improved after exposure to SDL strategies as presented below:

Pre-test (Kabir)

My Chiarman
Distinguished Judges

Welcome to this program and I stand here to oppose the motion which says: Bribery and Corruption are worse enemies of our country than armed robbery Armed robbers killing people anyhow but corruption cant kill but stealing morney. No body can compare bribery and armed robbery

I hope everybody will agree with me that Bribery and Corruption are not like armed robbery. i hope your convince not comfused.

The introduction was not properly done. The subject really lacked language to express deeper ideas through use of appropriate language functions such as those involving introduction, definition and supporting. The subject made wrong choice of words and words such as "morney" "comfused" were wrongly spelt.

Post-test (Kabir)

Mr. Chairman
Distinguished Judges
Co-devators

Distinguished Ladies and Gentlemen

Good morning all. I stand here to oppose the motion which says that: Bribery and Corruption are worse enemies than Armed Roberies Armed robbery is indeed the most rejected activity in a society.

Corruption is regard as the main sorce of every evil. Is is beleved that a corrupt free is the safest country. If a country is free from corruption the country will surely progress to its Zenith.

It is disheartening to compare Bribey and Corruption with armed robberies So, all of them are supposed to be eliminated to live in a peaceful condition.

I hope you are all convinced with my points.

The subject seemed to have improved in his choice of words and was able to express more points as opposed to the pretest. All the sentences were comprehensible with lot of strain.

Research question V: What is the effect of self directed learning on the mechanics of writing before and after exposure to SDL strategies?

Hypothesis V: There is no significant effect of SDL on the mechanics of writing before and after exposure to SDL strategies.

To provide solution to this question and test the hypothesis, two tests were given to analyze the scores of the students on mechanics between the experimental and control groups before and after exposure to SDL strategies. Table 4.9 below provided the total scores and the percentage scores before and after the treatment.

Table 4.9: Total number of students and average scores of the students in the mechanics of the written English

EXPERIMENTAL				CONTROL			
Variable	Category	No of Students	Average Scores	Variable	Category	No of Students	Average Scores
Mechanics pretest	High Middle Low	75	100%	Mechanics pretest	High Middle Low	75	100%
Mechanics posttest	High Middle Low	5 70	6.3% 93.7%	Mechanics posttest	High Middle Low	75	100%

The results of the above table showed that the students exposed to the treatment performed better on mechanics of the written English than those that were not exposed. This table indicated that the control group had 75 representing 100% as low and the experimental group had 75 representing 100% as low. The experimental group had 70 representing 93.7 as low and 5 representing 6.3% as middle but the control group had 75 representing 100% as low

The hypothesis was further tested with the scores of the students on the mechanics of the students' written English and the total scores of the experimental group and the control group before and after exposure to the treatment. The result is summarized in the Table 4.10.

Table 4.2.10: Two sample t-test on mechanics of the students written English

Variable	Groups	N	Mean	Std D	Std E	Fcal	Df	P
Mechanics pretest	Control	75	2.27	1.223.1	0.141	8.035	148	005
	Experimental	75	3.07	.446	0.167			
Mechanics posttest	Control	75	2.67	1.395	0.115	9.881	148	002
	Experimental	75	3.67	1.457	0.159			

The result revealed that the students exposed to SDL strategies really performed better than those that were not exposed. This is indicated by the F-calculated value of 8.035 for the pretest and 9.881 for the posttest. The observed levels of the significance for the two variables (pretest and posttest) were all lower than the fixed level of 0.05 ($p<0.05$). The performance of the students written English on mechanics significantly increased after the exposure to the treatment. Thus,

the null hypothesis that there is no significant difference between the students' performance on mechanics of the written English before and after exposure to SDL strategies is rejected. To clearly show how the treatment assisted the student on the mechanics of the written English, a sample of the student essay is provided.

Pre-test Experimental (Victor)

My Chiarman
Distinguished Judges

Welcome to this program and I stand here to oppose the motion which says: Bribery and Corruption are worse enemies of our country than armed robbery Armed robbers killing people anyhow but corruption cant kill but stealing morney. No body can compare bribery and armed robbery

I hope everybody will agree with me that Bribery and Corruption are not like armed robbery. i hope your convince not comfused.

Some words such as morney and comfused were wrongly spelt and lead to wrong meaning. The area of punctuation was not properly taken as we have seen in the last sentence a small letter (i) was used after a full stop.

Post-test Experimental (Victor)

Mr. Chairman
Distinguished Judges
Co-devators

Distinguished Ladies and Gentlemen

Good morning all. I stand here to oppose the motion which says that: Bribery and Corruption are worse enemies than Armed Roberies Armed robbery is indeed the most rejected activity in a society.

Corruption is regard as the main sorce of every evil. Is is beleved that a corrupt free is the safest country. If a country is free from corruption the country will surely progress to its Zenith.

It is disheartening to compare Bribey and Corruption with armed robberies So, all of them are suppose to be eliminated to live in a peaceful condition.

I hope you are all convinced with my points.

The subject seemed to have improved in his writing mechanics especially in the area of punctuation. This is evident in the use of suitable beginning. Some words were added but also spelt wrongly but there was also an element of improvement in the spelling of words after exposure to the treatment.

Research question VI: What is the difference between the written English performance of the students from urban and rural areas before and after exposure to SDL strategies?

Hypothesis VI: There is no significant difference between the performance of the written English of the students from urban and rural areas before and after exposure to SDL strategies.

In order to test the hypothesis and answer the research question, two tests were conducted to compare the performance of the students' written English between urban and rural groups before and after the exposure to the treatment. The total scores and percentage scores are summarized in Table 4.11.

Table 4.11: Total number of students and average scores of the students written English from urban and rural

Variable	Category	No of Students	Average Scores	Variable	Category	No of Students	Average Scores

Pretest urban	High Middle Low	 29 46	 38.7% 61.3%	Posttest urban	High Middle Low	 47 28	 62.3% 37.7%
Pretest rural	High Middle Low	 23 52	 30.7% 69.3%	Posttest rural	High Middle Low	 35 40	 46.7% 53.3%

The result presented above is a clear indication that the difference in performance on the basis of location was not pronounced. At pre-test when both groups were at zero level, rural group had the total number of 52 representing 69.3% as low and 23 representing 30.7 % as middle level performance while the urban group had 46 representing 61.3% as low and 29 representing 38.7% as middle and after the treatment the rural group had 40, representing 53.3% as low, and 35 representing 46.7 as middle and urban group had 28 representing 37.7% as low and 47 representing 62.3% as middle. There was no wide gap between the performance of urban and rural groups.

The scores of the written English performance of the students from urban and rural schools were further tested using t-test before and after exposure to the treatment. The result is summarized in the Table 4.12

Table 4.12 Two sample t-test on the written English of the students from urban and rural

Variable	Location	N	Mean	Std D	Std E	Fcal	DF	P
Pre-test	Urban	75	31.63	5.799	0.580	6.192	148	014

	Rural	75	31.63	6.409	0.641			
Post-test	Urban	75	34.64	4.786	0.479	6.184	148	013
	Rural	75	34.79	5.831	0.583			

The performance of the urban group in the two variables (pre-test and post-test) did not differ significantly from their rural counterparts who received the treatment. Consequently, the null hypothesis that there is no significant difference between the performance of the written English of the students from urban and rural areas before and after exposure to SDL strategies is retained. The implication here is that the treatment could be said to be very effective irrespective of the students' location. Samples of the essays written by the experimental group at the pretest and the post test are presented below:

Pre-test Rural (Musa)

Question: How I spent the last holiday.

I spend my last holiday in Maiduguri together with my parents. Such holiday is very terrible holiday I never experience in my life.

The very first day I went back home, that was the day that "BOKO HARAM" went to our area. In that night nobody can be able to sleep in that area/compound

Post-test Rural (Musa)

On 21st August 2012, that is the end of the third term or the end of the session, all the schools and colleges were closed ie all the students went for holiday. As a student or as an obedient child to his parents I stayed at home for two weeks helping my parents on their daily activities.

I cleared all my fathers' farm and supplied it with essential manure for the grasses around our house. And washed all the walls of our house, in two weeks.

I later prepare to go for visit to the town of my grandparents, were I spent three days on the journey. I reached musawa that is the town of my grandparent by 6.00 p.m. I stayed their for one

week with them. During my stay I learned so many things from friends I reach their. One of the things I learned is how to make a hand gun, which I learned from one of my friends

I also realized so many facts like living in village is more sweet than living in the city

At the end I make new friends their and experience some new way of life.

From the two examples of the pretest and post test, it can be said that there is an element of improvement in the post test because more paragraphs that were not used in the pretest were used in the post test. There was also a welcome development in spelling of words and also use of punctuations. The subjects also wrote one sentence paragraph in the last paragraph which is not usually. Most of the sentences seemed to have improved although more needs to be done.

Pre-test Urban (Adamu)

It was early in the morning when my brader asked me to wake off and get redy for the journey.

I was so escited becouse I thought they will not travel together with me. I took my bath wear expensive cloth and wait for them.

Immediately when our father come back we started the journey to Abuja, where we arrived at exactly 10:0 clock in the nait. Our uncle welcome us and gave us room we packed our load.

After three weeks our father left us and come back to Zaria. I spent a week their and went to Nasarawa were I spent the rest of the holiday.

Post test Urban (Adamu)

It was on sunny Saturday morning Saturday indeed, when I was told by my folks to get prepared for an interesting adventure to my village. Not so fast, the day went off and a new sunny day began which was Sunday 26th April, 2011. We were all ready to set space for the so called adventure, after which we were all on board.

The road to my village is indeed a straight forward perspective way to my own view becouse ts wide and clean enough to occupy a colossal mansion if measured in length and breadth. The journey was not a weary one rather interesting one which every normal being would love to experience.

On getting to my village were welcomed by people I think I know before during my last visit. We were invited to the palace by the king and his empire, served with great drinks and delicious dishes, after which we were told about the upcoming Yam Festival which said to hold on 30th April, 2011.

The post test samples of the written essay of the students from urban school proved that a remarkable improvement is recorded by the way and manner in which the subject introduced the topic. The ideas were systematically and logically arranged. Some cohesive devices were employed to beautify and organize the essay. The theme was supported by ideas.

4.3: The Overall Findings

This section presents the overall findings of the study. The findings are as follows:

1. There was a significant difference between the performance of the experimental group and the performance of the control group in written English tests. (see Tables 4.1 and 4.2)
2. A significant difference in the mean performances of the control and experimental group was found in the content presentation. (see Tables 4.3 and 4.4)
3. A significant difference existed in the area of organization of the students written English. (see Tables 4.5 and 4.6)
4. There was a significant difference between the performance of students written English in the area of expression (see Tables 4.7 and 4.8)
5. A fifth finding revealed the significant difference between the performance of students in the area of mechanics. (See Tables 4.9 and 4.10)
6. A significant difference did not exist in the mean performance of the students written English from urban and rural schools. (see Tables 4.11 and 4.12)

4.4: Discussion of the Overall Findings

The present study investigated the impact of SDL strategies on the written English performance of the students of selected senior secondary schools. The finding from the first hypothesis of the study revealed that the students in experimental group who were exposed the treatment of SDL strategies performed significantly higher in their written English than those that were not exposed to the treatment. The finding here is consistent with Knowles, (1970), which reported that teachers need to move out of role of 'sage on the stage' to that of ' guide on the side' in which learning becomes more collaborative affair between the teacher and the students. Through the use of motivation, the students' in the experimental group performed better.

The finding from the second hypothesis revealed the significant difference in the mean performance of the control and experimental groups in the content presentation. The result showed that the experimental group did better than the control group. The finding corroborates the views of Cook, (200), Nasri, (2008) and Venom, (2007) that pre-writing activities, planning, brainstorming and conferencing in addition to the provision of essay models, facilitate the writing of good content. These were the strategies used in this study that made the difference.

The study also discovered that there was a significant difference between the control and experimental groups in the organization of the written English after exposure to the treatment. The finding concurs with the suggestion of Winkler, (2007) and Cunningham, (2001) that the organization skill can be mastered easily by introducing learners to the Schafer paragraph; this can be achieved through exposing the student to different materials in order to identify how to write good paragraphs. The study discovered that these strategies actually enhanced the organization when applied to the experimental group during the treatment.

The fourth finding of the study revealed a significant difference between the mean scores in the area of expression of the written by the control and experimental group. In the skills of expression, the experimental group performed better than the control group. The finding also support the views of Coppel, (1987), and Harmer, (1992) that teaching expression should proceed from familiarization stage through controlled writing, guided writing and then free writing in addition to the intensive drilling of the target language's syntactic and morphological features (Rich, 2010).

There was a significant difference between the experimental and control groups on the mechanics of writing as discovered in this study. The finding here is consistent with Carlisle (1995) where it was opined that proficiency in English language spelling is of immense importance especially in reinforcing the students' competence in the language in general and that this study has been able to show that by exposure to SDL strategies the punctuation marks and spelling errors can be greatly improved "it enables one to be able to cope with the academic requirements and also communicate effectively". The finding agrees with the report of Ehiri (2000) who said that the students' low performance in written communication is attributable to their errors in poor spelling, wrong construction, faulty amalgamation of words and general use of words and expression in a wrong context"

The finding from the sixth hypothesis did not show significant difference between the performance of the students from urban and rural schools after the treatment. The observation from the test was that location of schools did not play any role on the impact of SDL strategies on the written English performance of senior secondary school students. This agrees with the

view Roy (1978) that location of school did not make any contribution to writing performance. It also shows that SDL strategies can operate effectively in both.

4.5 Summary

This chapter presents the analyses of the results based on the statistical modes described in chapter three. All the formulated six hypotheses were tested and the results proved that there is a significant between the subject exposed to SDL strategies and those that were not. But there was no significant difference between the urban group and rural group.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSIONS

5.1 Introduction

In this chapter**,** the summary of the investigation on the impact of self directed learning strategies on the written English performance of selected secondary school in Kaduna state is presented. The chapter also contains conclusion and recommendations. In addition, the chapter presents suggestions for further studies.

5.2 Summary

This study investigated the impact of SDL strategies on the written English performance of SS11 students of selected secondary schools through an experimental approach. It developed the following research questions as basis for the investigation.

1. What is the difference between the written English performances of the students exposed to self directed learning strategies and those using the conventional procedures?
2. What is the difference between the performance of students in content presentation of the written English before and after exposure to self directed learning strategies?
3. What is the difference between the performance of the students in organization of written English before and after exposure to self directed learning strategies?
4. What is the difference between the performance of students in expressions of the written English before and after exposure to self directed learning strategies?
5. What is the effect of self directed learning on the mechanics of writing before and after exposure to SDL strategies?

6. What is the difference between the written English performance of the students from urban and rural areas before and after exposure to SDL strategies?

The following are the summary of the findings emanating from the analyses undertaken in chapter four:

i. SDL strategies had a significant role between those exposed to the treatment and those that were not exposed to the treatment.

ii. SDL strategies had a significant effect on content presentation of SSII students' written English.

iii. SDL strategies had a significant effect on organization of SSII students' written English.

iv. SDL strategies had a significant effect on expression of SSII students' written English.

v. SDL strategies had a significant effect on mechanics of SSII students' written English.

vi. SDL strategies had no significant role between the performance of urban group and rural group.

5.3 Conclusion

In the light of the findings obtained from this study, it is clear that the self directed learning strategies are effective techniques for enhancing the written English performance of the students of senior secondary schools. The treatment is effective for both the students from urban and rural schools as proved by the qualitative and quantitative data analyzed in the study.

5.4 Recommendations

Based on the findings from the analyzed data, the following recommendations are made:

1. English teachers should pay much more attention to learners' writing abilities with regard to the value of the strategy used in the language classes so as to enable the students to learn more efficiently and become autonomous learners. It allows teachers to obtain an awareness of the likely problems to be incurred by the learners' lack of familiarity with such strategies. Furthermore, teachers can teach using strategies such scaffolding and motivation that have been proved to be effective in the experimental study.

2. Students should be taught to know how to carry out SDL efficiently and independently. They can also be assisted learners to invent other SDL strategies of their own and use these to monitor for their understanding of writing.

3. Teachers should encourage students to engage in sharing ideas through peer editing and teacher-student conferencing. The students should embark on pre-writing activities such as outlining, drafting and redrafting procedures. These processes are recommended to

formulate and develop ideas, determining heading, sub-headings and sections in order to achieve logical manipulation of sequential and coherent ideas.

4. Teachers should guide and encourage students to read very wide because extensive reading has a positive effect on writing as discovered in the course of this study. Therefore students should be exposed to different materials ie English textbooks, internet, Video, T.V. and C.D. in order to be familiar with the format and the stages of writing.

5. Students should be allowed to freely brainstorm and formulate ideas, develop ideas through free writing, and revisit their essay by self monitoring activities (revising what is written) in order to sequentially organize ideas. Allow students to think and jot down as they write and share ideas with their other colleagues and teachers for additional input. The students should never be discouraged or condemned.

6. Government should provide adequate materials such as computers and different text books in the class for students to use as reference materials in order to ensure the survival of SDL strategies in the senior secondary school. For examples, computers could be used to find out information from internet and different textbooks could be made available for students to crosscheck for SDL activities.

5.5 Contribution of the Present Study

The actualization of educational achievements have been the major target for decades but always facing challenges and hitches due to over reliance on traditional teacher-centered approaches. It is on this basis that the researcher conducted this present study and it is now noteworthy that the students exposed to the treatment of self directed learning strategies such as brainstorming,

jotting down, formulating ideas, outlining, drafting, redrafting, editing and rewriting performed better than those that were not exposed to the treatment.

Therefore, the discovery of the self directed learning strategies is the major contribution of the present study because it is an approach that can boost students' morale to learn English writing skills independently in senior secondary schools. The present study is undoubtedly one of the solutions to the disturbing low performance of students in the external examinations ie WAEC or NECO and it will minimize examination malpractice. This study contributed immensely in the area of teaching and learning other subjects because English language is the medium of instruction in Kaduna state. SDL strategies can assist even Directors, Secretaries, and Personal Assistance to learn writing skills on their own, even outside the classroom setting.

5.6 Suggestion for Future Research

This investigation does not include all the four English Language skills; therefore, it is suggested that further research geared towards the impact of self-directed learning strategies on Reading Comprehension could be considered. A similar study may also be carried out on the impact of self-directed Learning on Spoken English.

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APPENDIX A

ESSAY WRITING TASK

INSTRUCTION: Below are topics which require you to write an essay of not less than three hundred (300) words.

1. How I spent the last holiday.
2. Write a letter to your friend who has been absent for a month due to illness describing interesting that have happened and expressing your wish for quick recovery.
3. You are the main speaker in a school debate the topic of which is: Bribery and Corruption are worse enemies of our country than armed robbery. Write your speech for or against.

APPENDIX B

MARKING SCHEME FOR PRE-TEST AND POST-TEST

To assess the pre-test and post-test a marking scheme was adopted based on WAEC standard.

DISTRUTIONS OF MARKS:

Content: 10 marks
Organization: 10 marks
Expression: 20 marks
Mechanics: 10 marks

ASSESSEMENT GUIDE

MARKS	HIGH	MID/AVERAGE	LOW
CONTENT 10	7-10	5-6	4-0
ORGANISATI 10	7-10	5-6	4-0
EXPRESSION 10	20-12	11-9	8-0
MECHANIC 10	7-10	5-6	4-0

General notes: ten (10) rings attract zero mark in Mechanical Accuracy.

APPENDIX C
MANUAL GUIDE FOR TREATMENT

Class	SSII
Subject	English
Topic	How I spent the last holiday
Method	Discussion
Step1	The researcher allows the students to brainstorm and think critically using their background knowledge and experiences to select a topic for the essay.
Step2	The researcher encourages the students to recall what had happened during the last holiday and write down ten items. Use the ten items to generate a sentence and expand it to a paragraph.
Step3	The researcher allows the students to consult different text books, computers or any relevant material to serve as a guide on how to a narrative essay.
Step 4	The researcher divides the class into meaningful group to share ideas on how to develop the essay. All the students must come together and exchange views.
Step5	The group work should in stages ie writing the topic at appropriate position and developing the first paragraph which is introduction. Then followed by the presentation and lastly conclusion.
Step6	The researcher allows the group leaders to make presentation in the class and encourages the students to identify the errors for corrections.
Step7	The researcher allows the students to proofread and edit their work for redrafting. The second draft will be presented by another member of the committee.
Step 8	The students writes individually with the teacher going round to Motivate, scaffold and provide necessary assistance.
Step 9	The researcher collects the essay written by the students for corrections

Class	SSII
Subject	English
Topic	Write a descriptive essay on “My School”
Method	Discussion
Step 1	The researcher allows the students round the school.
Step2	The researcher encourages the students to jot down points while going round.
Step 3	The class will be divided into three groups and will be given 5-10 minutes for consultation.
Step 4	The researcher allows the students to write the first draft and asks them to feel free and ask questions.
Step 5	The students will read the first aloud.
Step 6	The researcher allows the student to exchange the drafts for peer perusal and editing.
Step7	The researcher collects the draft of one of the groups for general corrections based on content, organization, expression and mechanical accuracy.
Step 8	The researcher allows the students to write individually for class presentation.
Step 9	The researcher collects the essay for correction.
Step 10	The students write the final draft.

Class	SSII
Subject	English
Topic	Informal letter
Method	Discussion
Step 1	The researcher allows to students to differentiate between formal and informal letter and leads them to know the situation requiring an informal letter.
Step 2	The students to write down the stages of letter writing.
Step 3	The researcher divides the class into groups for consultation and encourage to use relevant materials in the.
Step 4	The researcher selects one of the essays and makes corrections together with the students.
Step 5	The researcher allows the students to write the first draft individually, and then gives ten minutes to edit the essay and write the final draft.
Step 6	The researcher collects the essay for marking and corrections

APPENDIX D

PICTURES OF THE SUBJECTS IN ACTION










KADUNA STATE 2006

APPENDIX E

RAW SCORES OF THE STUDENTS

PRE-TEST

URBAN

CONT	ORG	EXP	MEC	TOTAL
2	4	9	0	15
2	4	8	0	14
3	4	4	0	11
2	4	5	1	12
4	4	5	1	14
3	4	6	0	13
2	4	6	0	12
3	4	7	0	14
4	3	6	0	13
3	3	9	1	16
2	3	9	1	15
4	3	8	2	17
4	4	8	0	16
4	5	9	0	18

3	2	8	0	13
4	2	9	0	15
2	4	9	1	16
4	4	5	0	13
4	4	6	0	14
4	4	6	0	14
4	4	6	1	15
3	4	6	1	14
2	3	6	2	13
3	3	6	0	12
3	3	4	0	10
3	3	4	0	10
3	3	4	1	11
3	3	4	0	10
3	3	9	0	18
3	5	3	0	11
3	5	3	0	11
3	5	3	1	12
3	5	9	0	17
3	5	5	0	13
3	5	5	0	13

3	5	9	1	18
3	4	5	1	13
4	4	9	1	18
4	4	6	0	14
4	4	6	1	15
4	4	6	0	14
4	4	6	0	14
4	4	6	1	15
4	4	6	1	15
4	4	6	1	15
4	4	6	0	14
2	4	6	0	12
2	4	6	0	12
2	4	6	0	12
2	4	6	0	12
1	4	6	0	11
2	3	6	1	12
9	3	6	1	19
1	3	6	1	11
3	3	6	1	13
6	2	6	1	15

4	4	6	0	14
4	1	6	0	11
4	1	6	1	12
4	4	6	0	14
4	4	6	0	14
4	4	4	0	12
4	4	5	1	14
3	4	5	2	14
3	4	6	2	15
3	4	6	0	13
3	4	7	0	14
3	4	7	0	14
3	4	8	0	15
3	4	7	0	14
3	4	6	0	13
3	4	6	0	13
3	4	5	0	12
3	5	5	1	14
3	5	4	1	13

PRETEST	**RURAL**

1	2	4	1	8
1	3	4	0	8
1	3	4	0	8
1	3	4	0	8
2	3	4	0	9
2	2	4	0	8
2	3	4	0	9
2	3	4	0	9
2	2	4	0	8
1	2	3	0	6
1	3	3	0	7
2	3	3	0	8
2	2	3	0	7
1	2	4	0	7
1	2	4	0	7
2	2	4	0	8
2	2	4	0	8
2	2	4	1	9
2	2	4	1	9
1	2	4	0	8
1	2	4	1	8

1	2	4	1	8
1	3	3	0	7
1	2	3	1	7
1	3	3	1	8
2	3	3	0	8
1	3	3	1	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	4	0	8
2	2	3	0	7
2	2	3	0	7
2	2	3	1	8
2	2	3	1	8
2	2	3	1	8
2	2	3	0	7

2	2	3	0	7
2	2	3	0	7
1	2	3	0	6
1	2	3	0	6
1	2	3	0	6
1	2	3	1	7
1	2	3	0	6
1	2	3	0	6
2	2	3	2	9
3	3	3	2	11
2	3	4	0	9
2	2	4	0	8
4	2	4	0	10
3	2	4	0	9
3	2	4	0	9
2	2	4	0	8
2	2	4	0	8
2	2	4	1	9
2	2	4	1	9
2	2	4	0	8
2	2	4	0	8

2	2	5	0	9
1	2	5	0	8
1	2	4	0	7
1	2	3	0	6
1	2	3	0	6
1	1	3	0	5
1	1	3	1	6
1	2	3	0	6
1	2	3	0	6
1	2	3	0	6
1	2	3	2	8
2	2	3	0	7
POSTTEST	**URBAN**			
6	6	9	2	23
6	6	9	2	23
6	4	9	0	19
6	5	9	0	20
4	4	10	0	18
5	6	9	2	22
6	4	11	2	23
6	6	10	2	24

4	5	4	2	15
6	6	11	1	24
4	5	10	1	20
5	4	7	2	18
4	4	5	2	15
4	4	6	2	16
6	6	9	2	23
4	6	9	2	21
4	6	9	2	21
6	6	9	2	23
6	7	9	2	24
6	6	9	0	21
6	4	9	1	20
6	5	9	1	21
4	6	9	1	20
4	6	9	2	21
6	6	9	0	21
6	5	9	0	20
6	6	9	0	21
5	4	8	2	19
6	2	8	0	16

2	4	9	2	17
4	2	9	2	17
2	3	9	0	14
4	4	9	2	19
2	2	9	2	15
2	2	9	0	13
2	4	9	0	15
2	2	9	2	15
4	4	9	0	17
4	4	9	2	19
4	4	7	2	17
4	5	7	2	18
4	5	8	2	20
5	5	8	2	20
5	8	8	0	21
5	4	8	2	19
4	2	8	2	16
4	5	8	2	19
2	5	8	2	17
5	6	8	1	20
2	2	8	2	14

3	2	8	0	13
5	8	8	0	21
4	5	8	2	19
6	4	8	1	19
6	5	8	1	20
4	5	8	2	19
4	4	8	2	18
5	3	8	2	17
4	5	9	1	20
3	6	6	2	15
5	4	8	2	19
5	4	9	1	19
3	6	7	2	18
4	4	8	2	18
6	4	10	2	22
6	4	11	0	21
4	1	4	2	11
6	2	9	2	19
1	6	3	0	10
2	4	5	2	13
6	6	8	0	20

4	4	6	2	16
6	4	8	2	20
5	6	5	2	18
4	5	10	2	21

POSTTEST	**RURAL**			
4	5	6	0	15
3	2	9	0	12
3	2	6	0	11
3	3	6	0	12
3	4	6	0	13
3	4	6	2	15
3	5	6	1	15
3	6	6	0	15
3	2	7	0	15
3	4	7	1	15
3	5	7	2	17
3	6	7	2	18
4	4	7	2	17
4	5	7	2	18
4	4	7	0	15

5	4	6	0	15
4	6	6	0	15
4	4	6	0	14
2	2	6	2	12
2	2	6	0	12
2	1	6	0	9
2	1	6	0	9
2	1	7	0	10
2	5	7	0	14
4	5	9	2	20
4	4	8	2	18
4	4	8	2	18
4	5	8	1	18
4	3	4	1	12
4	2	4	0	10
4	3	5	0	12
4	4	5	0	13
4	4	5	0	13
4	4	5	0	13
5	3	6	0	14
5	4	6	2	17

3	4	6	2	15
3	3	6	0	12
3	4	5	2	14
3	5	5	0	13
3	4	5	0	12
3	4	6	2	15
3	4	6	2	15
3	5	6	2	16
3	4	6	2	15
3	3	6	0	12
3	4	6	2	15
3	3	6	0	12
3	4	6	0	13
3	3	6	2	14
4	3	6	0	13
4	4	6	0	14
4	6	6	0	16
4	3	6	2	15
4	2	6	2	14
4	2	9	0	15
4	2	5	0	11

4	3	2	0	9
4	3	7	0	14
4	4	6	0	14
4	5	6	2	17
4	5	6	2	17
4	5	6	2	17
4	5	6	0	15
4	3	6	0	13
4	4	6	0	14
4	4	6	2	16
4	4	6	1	15
4	4	6	2	16
4	3	6	2	15
4	3	6	0	13
3	3	6	0	12
4	3	9	0	16
4	3	6	0	13
3	4	9	0	16